

IOWA STATE UNIVERSITY  
College of Human Sciences  
School of Education

**CI 553: Teaching Struggling Adolescent Readers**  
**Mon. – Thurs. 9AM-Noon**  
**May 8 – June 1**  
**E165 Lagomarcino**

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**COURSE DESCRIPTION:** Instructional strategies for enhancing the comprehension and retention of students with mild/moderate disabilities, in conjunction with content-area reading material.

*Prerequisites: Teaching license.*

**KNOWLEDGE BASE(S):** This graduate level course builds upon the knowledge and experiences gained in CI 377, CI 388 or equivalent undergraduate courses. The course addresses instructional strategies for enhancing the comprehension and retention of reading material including discipline-specific (content area) reading materials. Emphasis will be on instructional strategies that can be used to help students in Grade 6 through Grade 12 with mild/moderate disabilities become more independent and successful readers. Students gain practical knowledge and experiences in assessing students' literacy needs, selecting and designing curriculum materials, and making informed decisions aimed at promoting effective literacy learning and growth for all students, including those with language and learning challenges. Course content is informed by relevant theories, research, and practice pertaining to reading for children and adolescents. This work is presented in light of national (e.g., ILA/NCTE) and state (e.g., Iowa Core Curriculum) standards relative to the preparation of classroom teachers and reading specialists. Primary goals include providing students with the opportunity to acquire and demonstrate:

- 1) an understanding of literacy assessment as an on-going, formative, and essential part of reflective teaching and learning;
- 2) knowledge about types, characteristics, and appropriate applications of widely used and evolving literacy assessment approaches and practices; including regular collection of data from curriculum
- 3) competency in identifying grade 6-12 students' literacy needs, and organizing instruction designed to address the these needs;

- 4) knowledge of the unique social, cultural, linguistic, and literacy needs of diverse students, and the instructional accommodations designed to meet these needs;
- 5) the ability to communicate literacy assessment and instruction results with students, parents, school administrators, and the public;
- 6) dispositions as an informed literacy teacher through professional growth and development.

### TEXTBOOKS:

- Additional readings will be posted on Blackboard. These readings and dates due can be found in this syllabus. Additional readings may be added throughout the semester.
  - Alvermann, D. E., Gillis, V. R., & Phelps, S. F. (2013). *Content Area Reading and Literacy: Succeeding in Today's Diverse Classrooms* (7<sup>th</sup> Ed). Upper Saddle River, NJ: Pearson Education.
  - Beers, K. & Probst, R. E. (2016). *Reading Nonfiction: Notice and Note Stances, Signposts and Strategies*. Portsmouth, NH: Heinemann

### COURSE OBJECTIVES:

Students who successfully complete the requirements for this course will have an opportunity to:

1. Demonstrate an understanding of the importance of teaching struggling adolescent readers research-based reading strategies and providing them with practice and feedback which enables them to improve comprehension of content-area reading material.
2. Demonstrate a variety of strategies that can enable struggling readers to improve their reading abilities.
3. Apply reading strategies to expository and narrative texts.
4. Demonstrate techniques to assess student reading strength and growth to inform teaching.
5. Engage in multiple forms of discourse in order to explore course content.
6. Demonstrate an understanding of research-based strategies in the area of adolescent reading.

### College Core Learning Outcomes

The core learning outcomes are integral to the way we want to conduct this course. We are here for each other as we serve the children and families. See midterm and final self-assessment activities.

Component	Core Learning Outcomes
Communication	Communicate with clear purpose, workable organization and effective style in written, oral, visual and electronic (WOVE) formats without distracting errors in usage or convention.
Self-Assessment/	Consistently and realistically analyze and evaluate one's own

Self-Reflection	knowledge, abilities and actions in comparison to professional standards and create action plans to enhance personal and professional efficacy.
Critical Thinking	Generate, acquire and evaluate information based on scientific evidence, creative processes, and logical and ethical reasoning to make decisions and solve problems in one's personal, professional, and community endeavors.
Social Justice	Articulate and demonstrate a clear concept of a just society in which individuals and groups equitably share in societal benefits within a global community.

### **ISU Educator Preparation Program Conceptual Framework:**

The ISU educator preparation program is founded on the land grant commitment of access and opportunity when serving the people of Iowa, the nation, and the world. Like the University, the ISU educator preparation program is fundamentally grounded in the science and technology of living and learning. The themes of leadership, equity, critical thinking, and innovation are intentionally woven throughout the fabric of this program in order to help today's learners achieve to their full potential. Additional information about the framework can be found at: <http://www.hs.iastate.edu/accreditation-2012/mission/>

#### Iowa State University Teaching Standards

##### *The Learner and Learning*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

##### *Content*

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### *Instructional Practices*

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #8A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

#### *Professional Responsibility*

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

#### **Teacher Education Shared Course Expectations:**

This course incorporates shared behavioral expectations with other courses in the undergraduate teacher education program. Following these expectations is the responsibility of the student. Students are encouraged to raise any questions they may have regarding these expectations with the instructor.

*BE THERE/STAY THERE – ATTEND CLASS*

*BE PREPARED – COMPLETE ASSIGNMENTS ON TIME*

*BE ENGAGED – PARTICIPATE IN CLASS*

*BE RESPECTFUL – TREAT OTHERS AS YOU WISH TO BE TREATED*

*BE ETHICAL/PROFESSIONAL – PREPARE TO BE AN EDUCATOR*

Respectful and professional courtesy and professional language in the context of this class and in educational settings in general means this:

- take care in your word choices
- be formal when necessary
- be aware of what your body language is communicating and aware of the message you are sending if you roll your eyes and sigh after a statement has been made
- be respectful. If you carry on running sidebar conversations throughout class you will lose points.
- Speak for yourself, and no one else. Statements such as “the whole class thinks that...” carry very little weight and have a high potential to be incorrect and problematic for the person who delivers such statements. They also make you look bad. These types of statements invite trouble. Don’t use them.
- The flip side of the coin is this: don’t let anyone else speak for you.
- Take conflicts to the person BEFORE you bring others into it. Oftentimes misunderstandings can be solved quickly and simply by communicating with the other person involved. Conflicts can also be magnified by back chatter and indirectness.

This is a partial list, but the bottom line is, keep your communication with me and with other members of this class at a professional level at all times, even at times when there may be disagreement over something. Please take care to use professional language at all levels of your communication with me and with the members of this class. This means that in all emails, written correspondence, face-to-face discussions, and telephone conversations I will expect you to use professional courtesy and professional language.

### **Standard Conventions of English**

All assignments should be written using the standard conventions of English with special care given to grammar, spelling, typos, relevance, and clarity. Please review and revise all assignments prior to submitting them, and use the spell check function when typing assignments. Assignments requiring citations should be composed in accordance with the current edition of the APA Manual. Two sites for APA style: <http://www.apastyle.org/> and

<http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>

### **Blackboard and Email**

Blackboard (<https://bb.its.iastate.edu>) is an important component of this course and will be used for all communication unless you have officially changed your email address with the university. It is the responsibility of the student to make sure that the email address in Blackboard is accurate. Blackboard will also be used to access materials and for various learning activities.

## **Accommodations for Students with Special Needs**

If a student has a documented disability that may affect his/her ability to participate fully in the course or if he/she requires special accommodations, it is the responsibility of the student to inform the instructor so that appropriate accommodations can be arranged (for more details, see the webpage of Student Disability Resources at <http://www.dso.iastate.edu/dr/> ).

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Notification Letter form will be provided to eligible students. The provision of reasonable accommodations in this course will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver Notification Letters as early in the semester as possible. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at [www.dso.iastate.edu/dr/](http://www.dso.iastate.edu/dr/). Contact SDR by e-mail at [disabilityresources@iastate.edu](mailto:disabilityresources@iastate.edu) or by phone at 515-294-7220 for additional information.

## **Academic Dishonesty**

Instances of academic dishonesty will be handled in the manner prescribed by university policy. This typically includes failing the student in the course and reporting the infraction to the Dean of Students, which may result in expulsion from the University.

Academic dishonesty includes things like using information from books, journals, or the internet without giving proper credit (citation and reference); unauthorized use of information in taking an examination; or handing in a project as your own that was based on another person's project whether from current or previous semesters and even if the original project is substantially changed. Academic dishonesty also includes assisting another student in academic dishonesty (e.g., giving someone your project to use as a template). Please do your own work and be sure to give proper attribution when you use ideas and materials from other sources.

Adhere to ISU's policy on academic dishonesty. "Academic dishonesty occurs when a student uses or attempts to use unauthorized information in the taking of an exam; or submits as his or her own work themes, reports, drawings, laboratory notes, or other products prepared by another person; or knowingly assists another student in such acts or plagiarism. Such behavior is abhorrent to the university, and students found responsible for academic dishonesty face expulsion, suspension, conduct probation, or reprimand. Instances of academic dishonesty ultimately affect all students and the entire university community by degrading the value of diplomas when some are obtained dishonestly, and by lowering the grades of students working honestly." Students are advised to pay particular attention to the information on plagiarism provided at <http://www.studentconduct.dso.iastate.edu/academic/students.html>

### **Grades will accrue on a 100 point scale.**

Assignment dates are provided on the course calendar. If an assignment is submitted late, the overall grade will be reduced 10% for every day it is late. I will accept an assignment for partial credit up to three days late. After three days, you can turn in the assignment for feedback, but not for credit.

### **Course Requirements**

**Attendance, Participation, Professional Dispositions (10%)** Everyone is expected to read the required materials before the day they are to be discussed in class. There is a lot of reading, so don't get behind and expect to understand only the discussion. Presentations and class discussions will expand on the ideas of the text, not repeat those ideas. Students are responsible for understanding both. Students are expected to be in attendance at all class meetings and work collaboratively with groups on informal and formal projects.

Summer classes are intense and time-consuming, and any absences can create a gap in content, especially since much information will come from fellow students. In case of emergency, contact the professor immediately. You *may* be permitted one excused absence without any effect on your grade, provided that you contact me in advance of this absence and propose an acceptable plan to make up what you will miss on the day of your absence. Your grade will automatically drop one grade step per absence after that, so from A to A- or from A- to B+, etc.) Habitual tardiness will also result in the loss of professionalism/dispositions points and may affect your grade. Extraordinary circumstances will be considered on an individual basis.

- **Students who arrive more than 10 minutes late or leave before the end of class will be counted as absent at the discretion of the instructor.** In the event of an unavoidable absence, you will be responsible for information missed in class.
- If you are absent from a class during which classmates are making oral presentation of any kind (including lesson plan demonstrations), you must propose an alternative plan to make up for this loss. It is best to plan to be present at all classes.

### **Professionalism/Dispositions**

Please take care to use professional language at all levels of your communication with me and with the members of this class. This means that in all emails, written correspondence, face-to-face discussions, and telephone conversations I will expect you to use professional courtesy and professional language. A professional ...

- arrives promptly for class,
- participates fully in class activities,
- uses positive interpersonal skills in discussions, with appropriate dispositions (see above)
- attends each class session.
- Limits sidebar conversations during class.

Cell Phones/Text Messaging/Internet. Please be sure that your cell phone is turned to vibrate at the start of class. Do not peruse the internet, send emails or text messages during class UNLESS this is part of a course assignment! Do not leave during class to use your cell phone. Professional behavior with these technologies is expected and required of you during every class meeting. No Facebook reading or posting during class time. Ditto with Twitter, Instagram, or any other social media tool.

**However**, if you have an emergency that requires you to have your phone available to you during class please make arrangements with me in advance. I do understand that there are family obligations that require availability.

Point breakdown and point scale begins on the next page.

## Attendance & Professional Dispositions (10%)

### Reading Responses (15%)

The volume of readings will depend on the nature of the topics addressed. All readings are listed in this syllabus and articles will be posted on Blackboard. Due to limited class time, we may not specifically address each reading; however, I expect you to **COMPLETE ALL ASSIGNED READINGS**, and be prepared to discuss them in class. All assigned readings are important for successfully completing **all** class projects. There will be specific times during the term when I will ask you to respond in some form of writing to the readings.

**Text Analysis (15%) Much of this analysis will be completed in class during the first week, with a final write-up completed outside of class.**

**Student Case Study (20%) More to follow**

**Autobiography: (15%)**

**Final Presentation & Write-up: (25%)**

GRADE	PERCENT		GRADE	PERCENT
A	96%		C	76%
A-	93%		C-	73%
B=	90%		D+	70%
B	87%		D	67%
B-	83%		D-	63%
C+	80%		F	<63%

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>Week One</b>	<p><b>What is ....</b> Bring in a textbook students struggle with. <b>**Find student case</b> <b>Example: Karen, use ExPAND model</b> <b>Define:</b> Content/Disciplinary/Adolescent Literacy (SEDL article) (Sketch to Stretch, B &amp; P) <b>Motivation to Read Profile: read in class, complete on own</b> <b>Readings: Ch 1 Alvermann , Gillis, Phelps. Content Literacy &amp; the Reading Process</b></p>	<p>Case example: p. 54-56 “Making it Real”. What did the textbook teach? <b>**Textbook analysis</b> Qual &amp; Quan analysis: Achieve the Core handout/website, lexile</p> <p><b>1. Beers &amp; Probst (2016) pp 10-55</b></p> <p><b>2. King-Sears, &amp; Duke (2010) “Bring your textbook!”</b></p>	<p><b>Ch 5 A., G., P.</b> <b>Assessment of students &amp; textbooks</b></p>	<p><b>1. Moje (2007) read first 9 pages.</b></p> <p><b>2. B &amp; P (2016) 56-75</b></p> <p><b>3. Henk, Marinak, Melnick (2012)RSPScale</b></p> <p><b>Due: Text Analysis</b> <b>**Assign: Autobiography: Reading Perspectives</b></p>
<b>Week Two</b>	<p><b>Complexity &amp; Strategies</b> <b>B &amp; P (2016) p. 76-111</b></p>	<p><b>1 Gillis(2014) article: Adapt/adopt</b></p> <p><b>2. Shanahan &amp; Shanahan (2012) What &amp; Why</b></p>	<p><b>Ch 6, 7: A., G., P.: Preparing to Read, Reading to Learn</b></p>	<p><b>B &amp; P (2016) pp. 112-179</b> Strategies &amp; signposts <b>Due: Autobiography: Reading Perspectives</b></p>
<b>Week Three</b>	<p><b>Vocabulary</b> <b>Ch 8 A., G., P.: Vocabulary</b></p>	<p><b>Hayden &amp; Eades Baird: What can students do with the words they know? An ELA teacher takes on science</b></p> <p><b>Science talk, language, vocab</b></p>	<p><b>1.Rubinstein (2007). Math vocab</b> <b>2.Murrey (2008) ELL Math</b> <b>3.Haltiwanger &amp; Simpson (2013). Beyond the write</b></p>	<p><b>B &amp; P (2016). pp180-249</b></p> <p>Strategies &amp; signposts <b>Due: Case Analysis Presentation topic</b></p>

			<u>answer:</u> <u>mathematical</u> <u>connections</u>	
<b>Week Four</b>	<b>ACTION!</b> <b>Ch 9 A., G., P.</b> <u>Reflecting on Reading, Learning, Writing</u>	<b>Ch 10 A., G., P.</b> <u>Writing Across Curriculum</u>	Self selected academic readings on presentation topics  Getting it together!	<b>Content presentation and write-up:</b>

### Some References (By Subject)

#### You will need to find more on your own!

#### Assessment

Dennis, D. V. (2010). "I'm not stupid": How assessment drives (in)appropriate reading instruction. *Journal of Adolescent & Adult Literacy*, 53(4), 283-290.

King-Sears, M. E., & Duke, J. M. (2010). "Bring you textbook!": Using secondary texts to assess reading demands and skills required for students with high-incidence disabilities. *Intervention in School and Clinic*, 45(5), 284-293.

#### CLOSE Reading

Burke, B. (Date Unknown). A Close Look at Close Reading: Scaffolding Students with Complex Texts. Retrieved from [http://nieonline.com/tbtimes/downloads/CCSS\\_reading.pdf](http://nieonline.com/tbtimes/downloads/CCSS_reading.pdf)

Dobler, E. (2013). Authentic reasons for close reading: How to motivate students to take another look. *Reading Today*, 66(3), 13-15.

Fisher, D. & Frey, N. (2014). Contingency teaching during close reading. *The Reading Teacher*, 68(4), 277-286.

#### Essentials of Content Area Reading

Fisher, D. & Ivey, G. (2006). Evaluating the interventions for struggling adolescent readers. *Journal of Adolescent & Adult Literacy*, 50(3), 180-189.

Kennedy, M. J. & Ihle, F. M. (2012). The old man and the sea: Navigating the gulf between special educators and the content area classroom. *Learning Disabilities Research & Practice, 27*(1), 44-54.

Parris, S. R. & Block, C. C. (2007). The expertise of adolescent literacy teachers. *Journal of Adolescent & Adult Literacy, 50*(7), 582-596.

Rupley, W. H., Blair, T. R., & Nichols, W. D. (2009). Effective reading instruction for struggling readers: The role of Direct/Explicit Teaching. *Reading & Writing Quarterly, 25*, 125-138.

### **Comprehension**

Applegate, M. D., Applegate, A. J. & Modla, V. B. (2009). “She’s my best reader; she just can’t comprehend”: Studying the relationship between fluency and comprehension. *The Reading Teacher, 62*(6), 512-521.

Lapp, D., Fisher, D., & Grant, M. (2008). “You can read this text-I’ll show you how”: Interactive comprehension instruction. *Journal of Adolescent & Adult Literacy, 51*(5), 372-383.

Lapp, D., Fisher, D., & Johnson, K. (2010). Real-time teaching. *Journal of Adolescent & Adult Literacy, 53*(5), 423-426.

Lenihan, G. (2003). Reading with adolescents: Constructing meaning together. *Journal of Adolescent & Adult Literacy, 47*(1), 8-12.

Salembier, G. B. (1999). SCAN and RUN: A reading comprehension strategy that works. *Journal of Adolescent and Adult Literacy, 42*(5), 386-394.

Swanson, E., Edmonds, M. S., Hairrell, A., Vaughn, S., & Simmons, D. C. (2011). Applying a cohesive set of comprehension strategies to content-area instruction. *Intervention in School and Clinic, 46*(5), 266-272.

Vaughn, S., Klingler, J. K., & Bryant, D. P. (2001). Collaborative strategic reading as a means to enhance peer-mediated instruction for reading comprehension and content-area learning. *Remedial and Special Education, 22*(2), 66-74.

### **Literacy Crisis**

Conley, & Hinchman (2004). No child left behind: What it means for U.S. adolescents and what we can do about it. *Journal of Adolescent & Adult Literacy, 48*(1), 42-50.

Tovani, C. (2000). *I Read It, But I Don’t Get It: Comprehension Strategies for Adolescent Readers*. Portland, ME: Stenhouse Publishers.

Williams, B. T. (2007). Why Johnny can never, ever read: The perpetual literacy crisis and student identity. *Journal of Adolescent & Adult Literacy*, 51(2), 178-182.

### **Motivation**

Casey, H. K. (2009). Engaging the disengaged: Using learning clubs to motivate struggling adolescent readers and writers. *Journal of Adolescent & Adult Literacy*, 52(4), 284-294.

Curran, M. J. & Smith, E. C. (2005). The imposter: A motivational strategy to encourage reading in adolescents. *Journal of Adolescent & Adult Literacy*, (49)3, 186-190.

Henk, W. A., Marinak, B. A., & Melnick, S. A. (2012). Measuring the reader self-perceptions of adolescents. *Journal of Adolescent & Adult Literacy*, 56(4), 311-320.

National Reading Research Center. (date unknown). Motivation to Read Profile. Instructional Resource #14.

Pitcher, S. M., Albright, L.K., DeLaney, C. J., Walker, N. T., Seuarinesingh, K., Mogge, S., Headley, K. N., Ridgeway, V. G., Peck, S., Hunt, R., & Dunston, P. J. (2007). Assessing adolescents' motivation to read. *Journal of Adolescent & Adult Literacy*, 50(5), 378-396.

### **Vocabulary/Word Study**

Flanigan, K. & Greenwood, S. C. (2007). Effective content vocabulary instruction in the middle: Matching students, purposes, words, and strategies. *Journal of Adolescent & Adult Literacy*, 51(3), 226-238.

Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a word? Using content vocabulary to generate growth in general academic vocabulary knowledge. *Journal of Adolescent & Adult Literacy*, 56(2), 132-140

Harmon, J. M. (2000). Assessing and supporting independent word learning strategies of middle school students. *Journal of Adolescent & Adult Literacy*, 43(6), 518-527.

Harmon, J. M., Wood, K. D., Hedrick, W. B., Vintinner, J., & Willeford, T. (2009). Interactive word walls: More than just reading the writing on the walls. *Journal of Adolescent & Adult Literacy*, 52(5), 398-408.

Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). What research says about vocabulary instruction for students with learning disabilities. *Exceptional Children*, 70(3), 299-322.

Rosenbaum, C. (2001). A word map for middle school: A tool for effective vocabulary instruction. *Journal of Adolescent & Adult Literacy*, 45(1), 44-49.

Stahl, K. A. & Bravo, M. A., (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 556-578.

Taylor, D. B., Mraz, M., Nichols, W. D., Rickelman, R. J., & Wood, K. D. (2009). Using explicit instruction to promote vocabulary learning for struggling readers. *Reading & Writing Quarterly*, 25 205-220.

Townsend, D. (2009). Building academic vocabulary in after-school settings: Games for growth with middle-school English language learners. *Journal of Adolescent & Adult Literacy*, 53(3), 242-251.



textbooks n. learning book, educational book | English contemporary dictionary. Textbooks in the Palestinian territories are school textbooks published in the Palestinian territories. Various research institutions have carried out studies into the representation of Israeli Jews and the State of Israel within these textbooks. The U.S. Consulate General in Jerusalem | Wikipedia. Textbooks in Israel are published in Israel by the Ministry of Education of Israel and other educational institutions. Find text-books stock images in HD and millions of other royalty-free stock photos, illustrations and vectors in the Shutterstock collection. Thousands of new, high-quality pictures added every day. 975,227 text-books stock photos, vectors, and illustrations are available royalty-free. See text-books stock video clips. of 9,753. Opened blank book with white paper page design template with text sample background. Green Highlight Highlighter Held By Girl Woman Hand School Study Book Marking.